

CALIFORNIA SCHOOLS

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THE INTERMEDIATE UNIT OF ADMINISTRATION IN THE PUBLIC SCHOOL SYSTEM OF CALIFORNIA¹

ROY E. SIMPSON, *Superintendent of Public Instruction*

It is with considerable pride in the achievements of county superintendents of schools in recent years in California that I accepted your kind invitation to participate in the opening session of your 1953 Asilomar Conference. And it is also with a deep feeling of shared responsibility that I have accepted this opportunity to set forth some of the problems and programs which I think are essential to the continued growth of effectiveness of the county superintendent and his staff. For while it is true and undeniable that the county school program has had its greatest period of growth within the last half dozen years in California, it is no less true that the continuation of that growth is today threatened and surrounded by many dangers. Progress of any sort is apt to be challenged, particularly if it involves the expenditure of tax moneys. It is at once my purpose to give full credit to you who have forged new instruments for educational leadership in California for your fine accomplishments and to set forth some of the steps that I believe are urgently necessary within the coming weeks and months if that leadership is not to be successfully challenged and possibly weakened for the years ahead.

I have recently been rereading portions of the 1945 report of the State Reconstruction and Re-employment Commission—the report which all of us commonly refer to as “The Strayer Report.” In the light of what has transpired in the eight years since this report was published, it is interesting to note Dr. Strayer’s recommendations of actions necessary to professionalize the service of the county superintendent of schools and his staff. It is a matter of great pride for all of you who have had a part in county service to note the great strides that have been taken in achieving the goals defined in the Strayer report. This conference at Asilomar, the sixth of its kind to be held, is more than a symbol of this progress—it is an exemplification of the spirit and determination that has grown up here in California. The Asilomar Conference has become synonymous with the responsibility of the county school superintendent’s office for giving leadership in curricular and instructional matters, as opposed to the older auditing and business services of this intermediate unit.

This new leadership would not have been possible, of course, without the financial means with which to implement the objective of professional service. This financial support was made possible in 1947 with the passage of Proposition 3 and the incorporation of the old unapportioned fund with new moneys into the County School Service Fund. It is a matter of

¹ Address delivered at Conference of Association of California County School Superintendents, Asilomar, California, March 11, 1953.

great personal satisfaction that the implementation of the Strayer Report through the reorganization of the State Department of Education, the passage of legislation setting up the County School Service Fund, and related legislation was one of the first major tasks which I assumed as the then new Superintendent of Public Instruction.

I am indeed happy to see that there has been an ever-increasing, closer relationship of the State Department of Education with the county offices in the implementation of the new role of leadership thus made possible to the county superintendent of schools and his staff. I understand that there are present and participating with you in this conference some fifty or more members of my official family. I have been more than happy to assign these busy people to this function, because it is essential that there shall be consistency and continuity in the kind of leadership which is originating from our separate yet essentially unified service.

I want to lay special emphasis upon this shared planning. It points directly to one of the unique features of public school administration as compared with the administration of all other state services. Public education is administered through a series of semi-independent administrative organizations. That is to say, back of each teacher who renders a service to an individual person in California, there are at least three separate, and to some degree independent, administrative organizations: the local school district, the county school system, and the State Department of Education. Each has very definite legal responsibilities for conducting activities and services which ultimately will be reflected in the kind and quality of service which this teacher can give and the individual person can receive. There is no counterpart of this situation in any other form of state government. Therefore, there is no other public service which has a problem of co-ordination of its activities comparable to the administration of public education.

Within a single administrative organization where lines of authority are distinct and clear, it is relatively easy to bring about co-ordination of activity through the assignment of responsibility, plus adequate supervision. In our unique situation, we must devise and use substitutes for the usual line and staff relationships of the single organization. It goes without saying that these substitutes must be effective, for otherwise co-ordination will not be achieved. It also goes without saying that *the development of these substitutes must proceed from voluntary agreements in which all parties affected have had full opportunity for the free expression of their own points of view* and wherein no one of the three agencies involved has ridden rough-shod over the rights and the responsibilities of others.

This is our job. It is a difficult job. It is a job which, in a sense, goes contrary to the natural instincts and interests of all of us. It is only natural for every person, from the chief administrator down to the janitor, who is engaged in any one of our three divisions of public school administration—state, county, or local—to develop a loyalty and a sense of the funda-

mental importance of his service and to be somewhat less sensitive to the value and the importance of the responsibilities which are discharged by the other agencies. It is also a natural tendency for all persons, but in particular perhaps for administrators, to seek to secure as large a measure of independence of action as it is possible to achieve. These tendencies frequently find expression in legal or other maneuvers designed to build up a protective wall around the administrator and his staff from the encroachment of other authority than his own upon the determination of his activity.

Thus, the Superintendent of Public Instruction is engaged in constantly pressing the Department of Finance, the Office of Legislative Auditor, and other agencies of state government to preserve the maximum amount of freedom possible for the education forces in this state to determine the policies and the program of public education. Sometimes this effort has to be extended beyond government agencies to include resistance to encroachment upon state functions by some of the unofficial voluntary organizations within our profession. . . .

Every administrator, every worker, has not only the right but the moral obligation to protect and to maintain the integrity of the service he represents. But there is a point beyond which the urge for independence of action becomes a stumbling block and an obstruction to that co-ordination and unity of action which is essential in the conduct of a public tax-supported state service. To locate and identify this point—or rather the many points—in all of the variety of services that public education offers, where responsibility ceases to be a matter of individual independent action, and becomes a matter of shared concern, is the problem fundamental to the development of essential co-ordination. *We must develop the machinery to bring about marked improvement in the co-ordination of activity between the state and the county offices, and among the state offices, county offices, and local school districts in California.*

As Superintendent of Public Instruction I am deeply interested in, and I am by law immediately responsible to, the Legislature and to the people for the basic structure of public education in this state. Therefore, I follow with much more than casual interest all discussions relative to the improvement of the educational structure at any level. This is fundamentally the reason why I have been continuously interested in your deliberations as you have attempted each succeeding year to spell out more specifically and more in detail the responsibilities of the county superintendent of schools and his staff for providing leadership and service to the instructional program. . . .

The structure of public education in California will be built by those who occupy the posts of official responsibility in state, county, and local school district operations. This structure will be forged in co-operation with our state legislature, our county and city officials, our school trustees, our P. T. A. friends, and lay citizen friends in many organizations and in

many walks of life. We may and should seek advice, but we cannot delegate the responsibility for making decisions and for taking action.

For this reason, I should like to take this occasion to restate several of the principles which I believe to be fundamental in improving the functions of the county school superintendent and his staff, and the effective relations of this intermediate unit to the State Department of Education and to the local districts. I have stated all these principles on many previous occasions, but I have not hitherto organized them specifically around or related them directly to the intermediate unit.

We must start with a realization that *public education is a state function*, not a federal nor a local community function. Different states have developed different patterns for the discharge of this function. In California the pattern has developed of creating many subunits of state government and then delegating specific responsibilities to these subunits. We have recognized, so far in this discussion, two principal types of subunits—the county and the local district. But there are several types of local districts, and to each type of district there has been a different amount and kind of delegated authority.

It is important to recognize this wide variety in size and kind of local district, because it has an immediate bearing upon the relationships of the local district to the county office and to the State Department of Education. In general, the size of the local district determines the kind and amount of responsibility which has been delegated to it. To a very small district the state may have delegated little more than the responsibility for selecting the teacher, while in a very large metropolitan unified district the state may have delegated a great many responsibilities. The small school district, therefore, is to a very large extent dependent upon the county office for services which it may not perform for itself, because authority has not been delegated to it or because it does not have the staff or the facilities to perform the services. The large school district, on the other hand, may be to all intents and purposes completely independent of the county, or intermediate, unit.

This, in turn, has an immediate effect upon the relationships of the state and the county departments with reference to these two types of districts. Since in the small district the vast majority of the services will come from the office of the county superintendent of schools, the State Department of Education will work rather directly with the county superintendent and his staff in problems which affect these smaller districts. The large school district often is not only independent of the county office fiscally but actually may have a larger staff of administrative and instructional specialists than does the county superintendent of schools. However, the relationship that exists between the county superintendent and the district in most operational problems should not be completely eliminated.

For those who may be concerned about the possibility of developing a too-highly centralized system of public education in California, I may

state the principle which I believe should guide us in all situations where the question of operational jurisdiction may occur. This principle, stated in its simplest terms, is that *responsibility for the operation of any program should be placed as close to the people served as it is administratively practicable and feasible to place it.*

There are, for example, a very limited number of administrative functions which "belong" to the county superintendent of schools or to the local school district. For most operational matters, when a local school district is large enough to discharge a responsibility efficiently, that responsibility should be relinquished by the county superintendent and placed upon the local district. The operation of a library service is a convenient illustration of this principle. There may be a tendency in some county offices to continue a service to local school districts that have grown large enough administratively to operate their own libraries more efficiently and more economically than can the county superintendent.

It is this problem of varying size of local school districts, with consequent wide variation in administrative adequacy to perform the services necessary to a total and adequate program of education, which makes it so necessary to define the service responsibility of the county superintendent of schools in California. With the exception of a limited number of legally prescribed services, some of which are now obsolete and in need of revision through legislative changes, the office of the county superintendent of schools must conduct its services on a flexible basis so as to pick up the load when a local district cannot provide one or another of these essential services. Defining the county superintendent's responsibility is made even more difficult by the philosophical conflict inherent in two of the present planks of our educational platform. We are for equalizing educational opportunity as between large and small school districts. We are also for redistricting to improve the administrative self-sufficiency of local districts and to eliminate the small, inefficient districts. To the extent that we achieve equality in program, we undoubtedly make it less attractive or less imperative for small districts to relinquish in favor of unification their cherished prerogatives of self-determination. We must press along lines which will improve the district organization if we are going to improve the educational pattern for the children within the county.

There is another, and much more immediate, incentive for defining and bringing about greater uniformity in the service activities of county superintendents of schools. There is an old adage which says that you can't eat your cake and have it too. Applied to the county superintendent of schools this means that *it is not reasonable for the county superintendent to accept state funds for the financial support of the county school service activities and still maintain his independence of State control* in deciding what activities will be carried on, and under what conditions. There is another old saying that the one who pays the fiddler will call the tune. There is increasing evidence that the state will call the tune, to some

degree at least, in expenditures from the County School Service Fund. There has been a constant increase in the Legislature's interest in the county superintendent's office since the provision of the County School Service Fund moneys. There has been a constantly rising tide of questioning and of criticism. It has been noticed that there are wide variations from county to county in size of budget, in kinds of service, and in size of staff. It has been charged that there is a lack of design in the purpose to which these funds have been put.

Within the past year these questions and these criticisms have begun to take form in definite ways. Within the past three months the State Department of Finance has completed a series of recommendations resulting from a survey of the Division of Instruction in the State Department of Education. This survey was conducted at the direction of the Legislature in response to suggestions from the Legislative Auditor. One of the principal recommendations of this report is that the State Department of Education shall assume more direct control over the approval of staff and program for activities conducted under state apportionments to the County School Service Fund. Within the past two weeks the Legislative Auditor has repeated this recommendation in hearings before the Senate Finance Committee.

In addition to these activities, the Legislative Auditor has made certain recommendations to the Legislature regarding expenditures not contained in the budget bill. Among these recommendations are several which pertain directly to the County School Service Fund and which indicate clearly the intention of this powerful office to push for more rigid state controls. I should like to quote from the Legislative Auditor's report,¹ as follows:

COUNTY SCHOOL SERVICE FUND

The apportionment formula for distribution of state funds to public schools in California in the amount of approximately \$367,000,000 for the 1953-54 Fiscal Year includes provision for distributing a certain amount of those funds toward the support of the County School Service Fund. If the present laws relating to the County School Service Fund are continued in existence with no change, the amounts earmarked for the County School Service Fund will probably be in excess of \$10,000,000 for the 1953-54 Fiscal Year.

Upon review of the County School Service Fund and how it operates, we believe that the whole function should be reappraised by the Legislature through special committees appointed for that purpose. Some of the basic questions which should be examined are listed and explained below:

1. What is the purpose of the County School Service Fund?

If the purpose of the County School Service Fund is to provide services to small school districts, then a definition of a small school district is needed and whether all small school districts are to receive these services free of charge. Many small school districts are wealthy and it is questionable whether the State should be furnishing

¹ *Analysis of the Budget Bill of the State of California for the Fiscal Year July 1, 1953, to June 30, 1954: Report of the Legislative Auditor to the Joint Legislative Budget Committee, "Recommendations Regarding Expenditures Not Contained in the Budget Bill,"* pp. 552-53. Sacramento: California Legislature, 1953 Regular Session (A. Alan Post, Legislative Auditor), 1953.

them services free of charge. Furthermore, the foundation programs provided for school districts in the State of California recognize the fact that many school districts are small and supplemental aid is given to them. The question is raised whether or not these small districts should pay for services rendered by the county superintendent of schools inasmuch as they are guaranteed minimum programs in the regular school apportionment.

2. What services shall be rendered by the county superintendent of schools?

At present there are wide variations in practice and there is no common pattern followed throughout the State. A clear definition, outlining the services that will be furnished to districts should be developed.

3. What is the extent of services provided by the county school superintendent?

There is a wide variation in degree of services rendered by the superintendent of schools at the present time. Some determination should be made in relation to the foundation programs that are furnished all school districts, with particular attention given to the supplemental free services that will be afforded these districts through using state funds provided to the county superintendent's office. It is our opinion that to the extent the State furnishes these services free of charge through the office of county superintendent of schools to the small school districts that the State is discouraging the reorganization of small school districts. With adequate foundation programs already set up for these small school districts we feel that more of these services should be on a contract basis.

FUNDS AVAILABLE TO THE COUNTY SUPERINTENDENT OF SCHOOLS

According to the records of the State Controller approximately \$5,685,959 was provided for in contractual services between small school districts and the county school superintendents during 1950-51. This was in addition to the \$1,802,772 that the county superintendents received from county funds, the \$1,646,061 that was derived from federal forest reserve funds, and the \$8,169,872 that was apportioned by the State, making a total of \$17,304,664 for the 1953-54 Fiscal Year.

The above mentioned funds are not reviewed in their entirety by either the county board of supervisors or the State Department of Education.

Recommendations

Because school districts will be receiving considerably more from state apportionments for the 1953-54 Fiscal Year, we feel that consideration should be given to the following recommendations:

1. That the amount made available to the county superintendent of schools through the County School Service Fund be reduced.

2. That the State adopt a policy of providing county school service fund services to school districts on a matching basis which will recognize the size and wealth of the districts.

3. That school districts with an excess of 1,000 pupils in average daily attendance pay for the service rendered by the county superintendent of schools.

4. That school districts which are not within ten cents of the maximum tax rate pay for all costs of services rendered by the county superintendent of schools.

5. That districts with an average daily attendance between 500 and 1,000 pupils with a tax rate which is in excess of 10 cents below the maximum tax rate contract for the defined services offered by the county superintendent of schools, pay for one-half the cost.

6. That school districts with less than 500 pupils in average daily attendance which have a tax rate which is in excess of 10 cents less than the maximum tax rate be furnished services of the county superintendent of schools at one-fourth the cost.

I desire to comment upon these recommendations of the Legislative Auditor and to state clearly my position with reference to this whole issue.

In the first place there is no useful purpose to be served in simply objecting to the state's legislating controls over what shall be done with state apportioned funds. It just won't get you anywhere. If the state supplies the money, the Legislature is going to assume that it has the right to investigate the way that money is being spent and to take action to insure that the money is being devoted to purposes which are legitimate and necessary functions of the county superintendent's office and, further, that effective service is being rendered.

For this reason, I believe that the three questions asked by the Legislative Auditor are proper questions, for which satisfactory answers must be given. If satisfactory answers are not available within the framework of our present practice and organizational machinery, then these practices and this machinery must be modified to achieve clear-cut, satisfactory answers. To repeat, these questions are (1) *What is the purpose of the County School Service Fund?* (2) *What services shall be rendered by the county superintendent of schools?* and (3) *What is the extent of the services to be rendered by the county school superintendent?*

With some of the conclusions of the Legislative Auditor concerning these three questions I can agree, but with others I feel that I must disagree rather sharply.

I am in agreement with the Legislative Auditor's finding that there are at present wide variations in practice and that there is no common pattern followed throughout the state. I am in agreement that a clear definition of purpose, services, and extent of services should be developed.

The Legislative Auditor and I are in agreement that the present figures of 300 a.d.a. and 900 a.d.a. are arbitrary and unsatisfactory cut-off points for service and that a more realistic basis must be developed for defining the service area of the county superintendent of schools. I certainly do not believe that much has been accomplished by substituting the figures of 500 and 1,000 for the figures of 300 and 900, because the needs of school districts vary for each kind of service. These needs cannot be expressed adequately in terms of a numerical figure to control equally all kinds of service. For example, the cut-off point for supervision from the county superintendent's office should not necessarily be the same in all parts of the instructional program. As a district grows from a small teaching-principal school to a district large enough to have a full-time principal, there should be a corresponding decrease in the amount of direct supervisory service required from the county superintendent's office in the area of general supervision, for the principal ought to assume a part of that responsibility if he is qualified and competent to hold a full-time principalship job. But he may still need the specialized supervisory services of the county superintendent's office in meeting problems of health, guidance, education of

physically or mentally handicapped children, and the like. When districts become large enough to employ supervisory staffs of their own on a full-time basis, then they should become independent of the county superintendent's office for direct services in these fields.

Normally, the first full-time supervisory staff to be appointed at the district level would be in the area of general supervision. In such a situation the relationship of the county office to the local district changes from one of providing direct service in general supervision to one of providing co-ordinating service. But this district may still require direct supervisory service from the county superintendent's office in art, music, physical education, and other areas. Or, the district may be large enough so that in addition to having a full-time general supervisor on its own staff it can join with other districts through the medium of the county superintendent's office in contracting to buy the part-time service of some additional supervisory staff. This still may not meet all the supervisory needs of the local district, which still should have access to the county superintendent's office for such services as it cannot itself provide.

It is even possible that in some areas of the state the county unit itself is not large enough to provide all the special and technical help which is necessary to insure that pupils in the local schools have equal access to educational advantages of minimum acceptable adequacy. In such cases the state undoubtedly should assume the same kind of relationship to the county and the local districts as I have outlined for the county office and the local district.

Thus, while I agree with the Legislative Auditor that the existing arrangements for defining the county services are inadequate, we are far apart in our idea of how the situation should be corrected.

We are still farther apart on another of his recommendations. The Legislative Auditor believes that a small school district should not receive free service from the county school superintendent if it is a wealthy district. He proposes that the state adopt a policy of providing County School Service Fund services on a matching basis which will recognize both size and wealth of districts. He would provide no service to school districts of over 1,000 a.d.a., or to districts which are not within ten cents of the maximum tax rate regardless of size, except as these districts would pay the entire cost of such service. He would provide that districts between 500 and 1,000 a.d.a. should pay one-half the costs if they are closer to the maximum tax rate than ten cents, and that districts of less than 500 a.d.a. should pay 25 per cent of the cost of such service if they likewise are closer than ten cents to the maximum tax rate.

With this recommendation I must express the strongest kind of disagreement. For twenty-five years of public school finance in California emphasis has been placed upon so apportioning state school moneys as to bring about the equalization of financial support as between wealthy and poor districts. Experience has shown this to be a sound approach to the

problem of financial equalization. I do not believe that a second scheme for equalizing financial support should be superimposed upon our existing pattern. Nor do I believe that the effect of recent legislation in bringing about a more equitable relationship between state and local support should be circumvented by throwing back upon local school districts a large portion of the cost of the County School Service Fund program as this recommendation of the Legislative Auditor would do.

Instead of this arbitrary proposal of the Legislative Auditor, I would suggest that *the county superintendent of schools ought to assume the responsibility for supplying free of charge all necessary supervisory services to those districts which under the law are required to use the courses of study prescribed by the county board of education. I would propose and urge that standards and criteria be set up for the definition of necessary services and the extent of these services in districts of different size.*

I have stated several principles which can serve as basic guide-lines in the definition of this relationship between the county superintendent of schools and local districts of various sizes. There is the principle of assigning responsibility as close to the operational level as is administratively feasible, which means that the local district should assume responsibility for part or all of the direct supervision as soon as it is large enough to justify staff time for this purpose. I have suggested that needs for supervision are not equally or uniformly distributed over the entire curriculum and that responsibility for direct service in the field of general supervision should be relinquished before responsibility for specialized services in fields which are highly technical or outside the normal patterns of professional training of teachers. I have suggested that when the need for direct services has either partially or wholly disappeared, there still remains the co-ordinating responsibility of the county superintendent's office, which should extend to all districts within the county regardless of size.

There are other criteria which will be useful in working toward a better definition of the county superintendent's responsibility which I will mention briefly without attempting to develop them in detail, in the hope that they will be considered and developed in the section meetings of this conference.

1. In recognizing that the fundamental operational responsibility belongs with the local district, there must also be full recognition that *neither the county nor the state can escape some operational responsibilities.* In cases where no other subunit is able or equipped to discharge the operational responsibility, the next unit must pick up the load. Thus, in some cases, county superintendents of schools have had to operate special schools for the physically handicapped or the mentally retarded, juvenile halls, and the like. Likewise, the State Department of Education has felt it necessary to operate classes in some parts of the state for instruction of

adults in fire training, police training, distributive education, and even in certain technical areas of teacher education. The constant danger in such operations, for both the county and the state units, is that once the service is set up and established, there may be a tendency to prolong the operation beyond the point where it is administratively feasible to relinquish the service to a unit closer to the individuals receiving the service.

2. There are innumerable services which may be classified as helpful and which the county may be tempted to render because they are popular and well received by the local districts and the citizens. *The county superintendent of schools must be guided at all times by a full realization that his powers are delegated powers and cannot go beyond those functions which are specifically authorized by law.* Likewise, the administrative officers of local districts must be ever mindful of the same operative principle of law. City government, for example, may assume jurisdiction for any governmental action which is not specifically denied them by state or federal law. Thus, they have wide latitude and freedom of action in regulating and controlling many areas of human activity. *On the other hand, school districts and county offices may perform only those functions which are specifically delegated to them by the state.*

3. In the same way that the county superintendent should differentiate between the kinds and extent of services offered to school districts of different size, so he should also differentiate between the kinds of services offered to elementary and secondary school districts. Whereas elementary districts may need considerable service directed toward subject matter competence, *the secondary school district will need a minimum of such direct supervision, but will need proportionately more help in the co-ordination of the total or over-all program.*

4. *There must be a full realization of the partnership of the county school superintendent and his staff with the State Department of Education in making provision for the educational leadership needed by the local districts.* There is an area of much needed clarification, for instance, in the existing assignment to the state of the responsibility for selecting and furnishing to the schools certain basic and supplementary textbooks and the assignment to county boards of education of the responsibility for adopting courses of study. To prevent conflict, the Education Code prescribes that local county and city courses of study shall conform to minimum standards as adopted by the State Board of Education. *It is unquestionably the intent of the law that the state shall act to bring about a desirable level of uniformity in the courses of study in all parts of the state.* In the furtherance of this responsibility, the State Department of Education has assumed the initiative in bringing about common acceptance of guiding principles such as are contained in the "Framework for Public Education in California." More recently the State Department of Education has offered its services to counties in reviewing and studying the

entire program of curriculum service at the county level. A number of counties have already indicated their desire for such service through the Division of Instruction, and several such studies are in progress at the present time.

5. *Some provision must be made for the prevention of unnecessary duplication of time and staff service in the preparation of courses of study and teacher guides.* There would be very little justification, for example, for the development of 58 different county courses of study in arithmetic in California when all counties and all districts are required by law to use the same basic textbook supplied by the state. For the same reason, there would seem to be little justification for any county to undertake the development of a teacher's guide to arithmetic instruction. It would seem logical, in case a teacher's guide is essential, that an arrangement be made through the State Department of Education whereby through co-operative effort a single publication can serve the needs of all the teachers and pupils using these identical materials. This does not hold true for all parts of the curriculum, however; where there are variations from county to county in curriculum requirements to meet needs that are unique or peculiar to a particular geographic area, then the office of the county superintendent of schools should assume the responsibility for initiating and carrying through a curriculum production activity. It should not be too difficult to arrive at common agreements covering the relationship which should exist between the county units and the state in these matters.

6. . . . I have always felt and acted upon the assumption of the inherent unity of the county and the state service. At the same time, I cannot deny that in the present pattern of selection of both state and county officials there exist certain handicaps and obstructions to full unity of action. So long as in the process of selection there is no provision for the inherent administrative relationship, it is very doubtful whether such unity will come about except as we consciously accept the situation and work together to develop the ways and the instruments of co-operation and co-ordination to take the place of that which at present is lacking in our organizational and legal structure.

7. The California Association of School Administrators have adopted a resolution which proposes as a major project the study of the relationship which should exist between the school district, the county, and the state. This study may in part answer the Legislative Auditor's recommendations.

In my remarks this evening I have tried to point out some of the imperative needs and some of the ways in which we can work to satisfy these needs. As I said in the beginning, our presence here at your conference is an indication of our interest and our strong desire to work with you and for you in defending, developing, and constantly improving the service which we all represent.

ANNUAL REPORT OF THE CALIFORNIA COMMITTEE FOR THE STUDY OF EDUCATION, 1952-53

HERMAN A. SPINDT, *Director of Admissions, University of California, Secretary-Treasurer of the Committee*

The California Committee for the Study of Education presents herein its Twelfth Annual Report:

ORGANIZATION AND PURPOSE

The California Committee for the Study of Education was organized in the fall of 1940 by the joint Affiliation Committee of the University of California and of the Association of Secondary School Principals. The purposes of the California Committee are set forth in the second article of the Committee's constitution which was adopted at the committee meeting of March, 1948:

The purpose of this committee shall be to bring about better co-ordination among the various levels of the State educational system. It shall be concerned with problems pertaining to the adaptation of institutions to individual and social needs; to continuity and greater effectiveness of educational programs; to policies and procedures in articulation and to machinery for administering the unified and co-ordinated program.

The California Committee for the Study of Education is essentially a study organization which includes representation from various educational associations and institutions and the State Department of Education. This broad representation is particularly useful in dealing with problems in education because of the very complex nature of the educational system of California. The members of the committee consider many studies which are proposed by people throughout the educational field. If a proposal is thought worthy of study a special subcommittee is organized to carry out the project. The subcommittee members are invited to participate on the basis of their experience and interest in the particular problem. The subcommittee chairman presents progress reports to the parent committee from time to time and at the conclusion of the project a final report is rendered. The final report of a subcommittee, if approved by the California Committee, is then transmitted to the associations or institutions that might profit from the investigation.

The California Committee for the Study of Education has no authority over any portion of the educational structure of the state. It serves in a study or research capacity only, but in this position it is able to contribute much toward the betterment of education in California.

This annual report of the California Committee can scarcely be presented without reference to the service of Hiram W. Edwards as Secretary-Treasurer for the past 12 years. Dr. Edwards, in planning his

retirement from the Directorship of the Office of Relations with Schools, University of California, asked that he be relieved of his responsibilities as an officer of the committee. In view of his request, the committee elected Herman A. Spindt, Director of Admissions and Lecturer in the School of Education at the University of California, to perform the duties of the office.

REPORTS OF SUBCOMMITTEES

A. *Subcommittee on Admissions.* In the absence of Chairman Spindt, J. P. Cosand of Contra Costa Junior College presented two papers: "Admissions Criteria: A Review of the Literature," prepared by Mr. Cosand, and "In Defense of a Subject Pattern," prepared by Mr. Spindt. Mr. Cosand said that, with the approval of Secretary Hiram W. Edwards, the two reports had been published in the January, 1953, issue of the *California Journal of Secondary Education*, prior to the usual submission of the reports to the California Committee. That issue contained "A Symposium on College Admissions Requirements" and it seemed, therefore, desirable that the reports be released in time for inclusion in that issue.¹

Mr. Cosand's report reviewed the published studies of nine different methods of admission:

1. Completion of a set pattern of required courses
2. Required minimum academic achievement for a set pattern of courses
3. Required minimum academic achievement in secondary school work
4. Required minimum academic achievement for the last two or three years of preparatory work
5. Rank in high school graduating class
6. Entrance tests
7. Principal, counselor, teacher recommendations
8. Personal interview
9. Combination of two or more of the above

The report also summarized the correlation of various predictors of college success and ended with the consensus, first, that multiple predictors are better than a single predictor; second, that more emphasis on individualized selection is needed; and third, that it is desirable that secondary schools and collegiate institutions bring their guidance programs into closer working agreement.

The title of the report prepared by Mr. Spindt, "In Defense of a Subject Pattern," is slightly misleading. The report presented a considerable number of statistical tables from which Mr. Spindt had drawn the conclusion that grades in courses in which there is reasonably severe competition are better indicators of probable university success than grades in courses of a nonacademic nature in which the competition is not severe.

¹ Mr. Cosand's article was also published in *College and University*, The Journal of the American Association of Collegiate Registrars and Admissions Officers, XXVIII (April, 1953). In this issue was included an extensive bibliography on college admissions which was not printed in the *California Journal of Secondary Education*.

The report also described a number of experiments in admission being conducted at the University of California:

1. Substitution of social science for the advanced course requirement being conducted at Berkeley High School and Washington High School of San Francisco—The number of students involved is too small to serve as the basis for a conclusive opinion, although the performance of the few students involved has been poor.
2. Admission to the College of Agriculture—The Board of Admissions and Relations with Schools has, on the recommendation of the executive committee of the College of Agriculture, approved a six-year experiment providing for admission to the College of Agriculture without foreign language, provided that courses in agriculture, home economics, mathematics, or science are substituted for the foreign language in the high school program.
3. Variation in Approved Preparatory Programs—The high school principals and the Board of Admissions and Relations with Schools of the University have agreed on a six-year experiment which will probably involve changes in the list of subjects required for admission:

"University authorities believe that high school students who follow the required pattern of subjects, together with the additional subjects recommended for particular majors, will be well prepared for work in the University. However, the University does not wish to exclude a student who has followed a program of University preparatory studies recommended to him by his high school, and will therefore admit an applicant on 'B' average scholarship in a different program of University preparatory studies, provided such a program has been previously filed with and approved by the Board of Admissions and Relations with Schools."

Mr. Spindt's report listed summaries of records made in the University by students who had been admitted by various plans. Correlations were highest between the regular pattern of subjects and subsequent performance in the University. This is probably inevitable because most of the students definitely planning to enter the University of California would use this method of admission.

The Subcommittee on Admissions plans to present three more reports. One will be concerned with the University of Southern California and will be prepared by the Director of Admissions, Herman J. Sheffield; the second will be concerned with the small private institutions of California and will be prepared by Edward Sanders of Pomona; and the third will deal with the admissions policies of the California state colleges. A committee of the state colleges is working on the problem at the present time but no one has yet accepted responsibility for preparation of the report.

B. Subcommittee on Minimum Essentials in Mathematics for Engineering Instruction. J. H. Wayland, Associate Professor of Applied Mechanics, California Institute of Technology, and chairman of the subcommittee, presented the final report for his group.

He said that considerable interest in the mathematical needs of engineers has developed as the result of the experience in World War II which revealed the inadequacies of training of engineers in this subject area. Mr. Wayland reported that the problem of high school mathematics preparation for engineering training was frequently brought up in the

Subcommittee's studies. Although the Subcommittee's assignment was to work out minimum essentials in mathematics for engineering instruction, the members felt that it was preferable to designate goals of achievement, and those in rather broad terms. Mr. Wayland read the following summary and recommendations of his Subcommittee:

The increasing demand for mathematics in the world of engineering leads us to set goals for mathematics instruction in college, rather than minimum essentials. The goal for the general engineering curriculum as well as for the curricula in aeronautical, mechanical, and civil engineering is set as *adequate training to achieve a basic grasp of the fundamentals of calculus, analytic geometry, vector analysis and differential equations, both ordinary and partial*. It is not necessary for all mathematics to be taught in formal mathematics courses—in fact instructors in engineering and science courses must accept the responsibility for teaching certain mathematical topics—but a considerable portion of the basic work should be taught as mathematics.

The effective teaching of mathematics will be greatly aided by careful correlation of the content of mathematics courses with the basic science and engineering courses in which this mathematics is used. Each engineering school is urged to carry out careful co-operative studies of course content with revision of the basic courses if necessary to improve the over-all effectiveness of the mathematics training and usage.

It is recommended that the normal freshman mathematics course for students of science and engineering begin with the calculus and analytic geometry. The high school student who is not prepared to enter such a course should normally expect to take more than four years to complete a B.S. in physical science or engineering.

It is recommended that a committee be established to determine minimum essentials of mathematics for admission to the freshman year of courses in engineering and physical sciences, to study the most effective high school curriculum to achieve these minima and to study the problem of the training of high school mathematics teachers, with particular emphasis on the appropriate course offerings by colleges and universities for specialized teacher training in mathematics.

The California Committee accepted the report, referred it to the Steering Committee, expressed its appreciation to the chairman and members of the Subcommittee, and upon request authorized Mr. Wayland to present the report to a meeting of the American Society for Engineering Education and "to recast the report for publication in the *Journal of Engineering Education*."

After careful study the Steering Committee requested the Secretary-Treasurer to solicit the opinions of secondary school administrators concerning this problem from their broader point of view, pointing out the necessity of taking into consideration the interests of the entire group of students in the high school when considering the interests of a special group.

C. Subcommittee on Preschool Experiences of California Children. This study was planned and directed under the sponsorship of the California Committee for the Study of Education by Professor Catherine Landreth, Director of the Nursery School, Institute of Child Welfare,

University of California. The Rosenberg Foundation allocated \$1,800 for this investigation, which concerned the differences in educational background of pupils entering the first grade of the public school system. A total of 1,844 public elementary school systems in California participated in the survey. Information received from questionnaires was summarized in the final report of the Subcommittee.

... it was found that 83 per cent of the children reporting had attended kindergarten and 14 per cent had attended prekindergarten groups. Both kindergarten and prekindergarten attendance were dependent on the availability of these educational facilities which in turn were dependent on the a.d.a. of the school district in which the child resided.

The types of prekindergartens attended were in descending order, private nursery schools (36%), state supported child care centers (20%), parent co-operative nursery schools (17%), and to a much lesser extent school supported parent education nursery schools, university nursery schools and day nurseries.

The average length of attendance was 12 months. Seventy-five per cent of the children attended nursery schools five days a week, 21 per cent less than five days. In child care centers and day nurseries, children spent an average of eight hours a day in the nursery group, in the other types of prekindergarten groups the average was three hours.

Two-thirds of the parents reported themselves completely satisfied with the program offered to children and to parents.

Approximately 50 per cent of the parents whose children did not attend nursery school reported that they would have liked this experience for their children. Twenty-five per cent of these parents specified their desire for child care centers, 50 per cent reported a preference for parent co-operatives or school or university supported parent education nursery schools.

The average age of entrance desired was 3.6 years. One third of the parents specified the first half of the third year, another third specified the first half of the fourth year.

Approximately half the parents desired a five-day-a-week program, a third specified three days a week. Sixty per cent favored sessions of three hours or less.

The majority of the parents expressed their desire to observe in the prekindergartens, to have conferences with the staff and regular group meetings.

If one were to attempt a statistical approximation of what the average parent reporting desired in the way of kindergartens it would be that he or she desires two types of prekindergarten, one offering facilities for children of mothers who earn part or all of the family income; the other offering an educational program for both children and their parents.

The second type would offer a three-hour program, preferably five days, but alternatively three days a week. It would enroll children between three-and-a-half and four-and-a-half years of age for an average period of one school year. It would have an active educational program for parents and would be partially staffed by parent assistants.

If available, these two types of schools would presumably attract at least half the children entering the public schools.

This information should be of interest to state legislators, to school administrators, to first-grade and kindergarten teachers and to parents of young children.

Miss Landreth reported that there was a balance of \$279.81 remaining of the funds provided. Following Miss Landreth's recommendation, the Committee duly authorized the Secretary-Treasurer to return the unused money to the Rosenberg Foundation with an appropriate letter of ap-

preciation. The Committee accepted Miss Landreth's suggestions concerning publication of the report, which involved her preparation of several short articles appropriate for certain professional journals, including the *California Journal of Secondary Education*. The report of the Subcommittee on Preschool Experience of California Children was accepted with thanks.

D. Subcommittee on Development of Moral and Spiritual Values. Originally this committee was created for exploratory purposes. It was thought that an attempt could be made to develop a code of moral and spiritual principles which could be introduced into the school curricula and thereby instilled in the students. One of the first steps taken by the Subcommittee was to conduct a survey of California public schools to determine what is desirable ethical behavior, procedures for bringing it about, and means of evaluating the outcomes. The results of this survey were included in the bulletin, *Development of Moral and Spiritual Values Through the Curriculum of California High Schools*, prepared by a committee of the California Association of Secondary School Administrators and published by the State Department of Education.¹ It is hoped that this survey can be extended to include the elementary school level.

Future plans of the Subcommittee include the preparation of a handbook to assist elementary and high school teachers in promoting growth of moral and spiritual values in their schools. It has been requested that this be issued as a publication of the State Department of Education and be available for distribution in January, 1954. However, there is no assurance from the State Department of Education that this can be done. The question of financing the publication of the handbook is therefore still before the California Committee.

The Subcommittee was reorganized in May, 1953, under the chairmanship of Mrs. Erma Pixley. The other members are Ralph Burnight, Everett Chaffee, Ruth Edmands, Charles J. Falk, Leonard Hummel, R. M. Imbler, John W. Wilson, and William Woolworth.

NEW SUBCOMMITTEES

A. Subcommittee on Scholarship Awards. This is the second Subcommittee to be appointed by the California Committee to investigate the problems of student scholarships. The first Subcommittee was suggested by President R. G. Sproul of the University of California to follow up the recommendation of the "Strayer Report," which recommended a state system of two thousand undergraduate subsistence scholarships paying \$750 annually to recipients in attendance at public higher institutions in California. In addition, five hundred subsistence fellowships for graduate students, paying \$1,000 each year, were recommended.

The original Subcommittee on Scholarship Awards, under the chairmanship of J. P. Mitchell, former Registrar at Stanford University, made

¹ Bulletin of the California State Department of Education, Vol. XXI, No. 13, September, 1952.

an extensive study of the need for scholarships and recommended that three thousand awards be eventually made each year. These would pay \$500 annually and would be renewed on evidence of an outstanding academic record.

The second Subcommittee on Scholarship Awards was appointed to make recommendations regarding the administration of the proposed system of state subsistence scholarship awards and to repeat portions of the original study in areas where changing conditions may have invalidated or altered the number or the amounts of the awards.

Ralph Prator, President of Bakersfield College, was selected as chairman of the group. Other members of the Subcommittee are Mrs. Eugene Baker, Paul Bowers, Frederick Bracher, J. Frederic Ching, Mrs. Esther Conrad, Robert Gillingham, Mrs. Cloyce Martin.

B. Subcommittee on a Survey of the Problem of Graduate Schools. The necessity for this study was pointed out by Dean H. W. Bradley of Claremont Graduate School. Through the efforts of Dean A. J. Bartky, School of Education at Stanford University, arrangements were made to utilize the services of William Armentrout, a graduate student at Stanford University working in the field of education, in making a survey of the existing policies, practices, and standards of graduate divisions of colleges and universities in California. A supervisory committee made up of Dean Bartky and President C. H. Siemens of Humboldt State College, Chairman of the California Committee for the Study of Education, will guide Mr. Armentrout's survey.

In preliminary study Mr. Armentrout is collecting data from catalogs and bulletins of the 26 collegiate institutions in California who grant the Master's degree. He is particularly concerned with the following:

1. Requirements and practices in admission to the graduate school
2. Requirements for admission to candidacy for the Master's degree
3. Time in residence requirements
4. Foreign language requirements
5. Policies of transfer of credits in graduate school
6. Fields of study leading to Master's degree by each institution

C. Subcommittee on Gifted Students. For some time the California Committee has been considering ways of providing better educational opportunities for the gifted students in our schools and colleges. While it is recognized that much has already been done in this field, the Committee feels that the possibility of further contributions should be investigated. A Subcommittee has been invited to participate in this work and Donald Kitch, Chief, Bureau of Guidance, State Department of Education, has agreed to serve as chairman. Other members of the Subcommittee will be Selmar Berg, Daniel Dewey, Elsie Gibbs, Jack Holmes, Emil Lange, Charles Lee, Raymond Perry, May Seagoe, Paul Squibb, and J. H. Williams.

While the problem of the gifted student appears at all educational levels, the Subcommittee's initial studies will be on the secondary school

level. A survey will be made of the literature and compilations of contributions pertinent to this assignment. Among the specific points to be investigated are the means of early and accurate identification of gifted students, the present extent of "acceleration" in the education of gifted students, the advantages and disadvantages of acceleration, and the possibility of segregation of gifted students into special classes or into special schools.

FINANCIAL REPORT FOR THE YEAR 1952-1953

The California Committee for the Study of Education has depended upon two sources for funds to be used in defraying the cost of investigations, necessary clerical work, and incidental matters. Occasionally it has solicited funds in specific amounts for specific studies which it could not otherwise finance. For example, the Rosenberg Foundation has been unusually generous in appropriating funds for the work of the Committee. A second source which the Committee has utilized includes the organizations and institutions represented on the California Committee. It was thought that an occasional request for specific funds from these organizations and institutions was preferable to annual contributions. For example, the Steering Committee authorized the Secretary-Treasurer to write letters to the presidents of the bodies represented in the membership requesting that each contribute for the work of the Committee. These requests have resulted in a contribution of \$600.

RECEIPTS

Balance on hand as of July 1, 1952.....	\$819.96
Received (contributions)	600.00
Sale of Foreign Language bulletins	1.00
Total Receipts.....	\$1,420.96

EXPENDITURES

Mimeographing	\$16.34
Mailing	43.50
Survey	176.54
Typing	16.66
Refund to Rosenberg Foundation	279.81
Bank charge55
Purchase of books	7.50
Total Expenditures.....	\$540.00

BALANCE ON HAND JUNE 30, 1953	\$880.06
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MEMBERSHIP LIST

CALIFORNIA COMMITTEE FOR THE STUDY OF EDUCATION, 1953

<i>Name</i>	<i>Organization or Institution Represented</i>	<i>Retiring Date, December 31,</i>
REV. J. E. WEYER.....	Association of Catholic Secondary School Principals of California.....	1955
R. K. LLOYDE.....	California Association of Adult Education Administrators	1953

HOWARD H. PATTEE	California Association of Independent Schools	1953
HOMER H. CORNICK	California Association of School Administrators	1953
WILLIAM G. PADEN	California Association of School Administrators	1953
ROBERT N. BUSH	California Association of Secondary School Administrators; Editor, <i>California Journal of Secondary Education</i>	1955
ERWIN A. DANN	California Association of Secondary School Administrators	1953
ELSIE GIBBS	California Association of Secondary School Administrators	1954
CHARLES S. MORRIS, JR.	California Association of Secondary School Administrators	1955
REV. JAMES BROWN	California Council of Catholic School Superintendents	1955
(To be appointed)	California Elementary School Administrators Association	1955
ELMER R. VENTER	California Elementary School Administrators Association	1954
HELEN HEFFERNAN	California School Supervisors Association	1953
WARD H. AUSTIN	Junior College Association	1954
LLOYD LUCKMANN	Junior College Association	1954
CORNELIUS H. SIEMENS	State Colleges	1954
JAY D. CONNER	State Department of Education	1953
FRANK B. LINDSAY	State Department of Education	1955
T. A. SHELLHAMMER	State Department of Education	1954
THOMAS JACOBS	University of California	1955
HERMAN S. SPINDT	University of California	1954
J. H. WILLIAMS	University of California	1953
MRS. MARY C. BURCH	Western College Association	1953
(To be appointed)	Western College Association	1954

ALTERNATES

REV. MARK J. HURLEY	Association of Catholic Secondary School Principals of California
WESLEY M. PUGH	California Association of Adult Education Administrators
WILLIAM KRATT	California Association of Independent Schools
JAMES H. CORSON	California Association of School Administrators
W. H. VAN DYKE	California Association of Secondary School Administrators
REV. PATRICK ROCHE	California Council of Catholic School Superintendents
ENOCH DUMAS	California Elementary School Administrators Association
GRETCHEN WULFING	California School Supervisors Association
OSCAR EDINGER OF	
BASIL H. PETERSON	Junior College Association
MALCOLM A. LOVE	State Colleges
GRACE V. BIRD	University of California
JOHN MOTHERSHEAD	Western College Association

STEERING COMMITTEE

C. H. SIEMENS, <i>Chairman</i>	State Colleges
L. LUCKMANN, <i>Vice-Chairman</i>	Junior College Association
H. A. SPINDT, <i>Secretary-Treasurer</i>	University of California
R. N. BUSH, <i>Member-at-Large</i>	Editor, <i>California Journal of Secondary Education</i>
H. H. CORNICK, <i>Member-at-Large</i>	California Association of School Administrators

DEPARTMENTAL COMMUNICATIONS

OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

ROY E. SIMPSON, *Superintendent*

ADOPTION OF REGULATIONS BY SUPERINTENDENT OF PUBLIC INSTRUCTION

Computation of Attendance in Junior Colleges. The Superintendent of Public Instruction, acting under authority of Education Code Section 6831.1, has declared that Section 10, relating to school attendance, is added to Title 5 of the California Administrative Code and adopted this as an emergency regulation, effective August 14, 1953, to read as follows:

10. Grades 13 and 14; Limitation of Attendance Reported for Apportionment. The Superintendent of Public Instruction will not credit any junior college district or high school district maintaining classes for pupils in grades 13 and 14 with more class hours of attendance in such classes than are computed by multiplying the number of pupils enrolled in classes of grades 13 and 14 by 630.

(a) For the purposes of this section a person is deemed to be a pupil, regardless of age or number of hours for which enrolled, when he is admitted to the institution to register and attend classes for pupils in grades 13 and 14, but no such person may be counted as a pupil more than once during a school year. A person enrolled only in a summer school shall not be deemed to be a pupil for the purposes of this section.

(b) For the purposes of this section class hours of attendance are class hours of attendance of pupils in classes of grades 13 and 14, except classes in a summer school. (Note that classes for adults are not grades 13 and 14.)

Absence Due to Illness. The Superintendent of Public Instruction, acting under authority of Education Code Section 6803, has declared that Sections 11, 12, 12.1, and 13 of Title 5, California Administrative Code, relating to absence from school due to illness, are amended, effective September 27, 1953, to read as follows:

11. Absence Due to Illness Applicable to Full-Time Day Schools Maintained by Districts and Schools or Classes Maintained by County Superintendents of Schools. Absence due to illness when properly verified is allowable as attendance in regular full-time day schools maintained by districts and in schools or classes maintained by county superintendents of schools. A regular full-time day school is a school maintained by a school district during the day, as distinguished from evening or night, for not less than 175 days during the fiscal year and for not less than the minimum school day established by or pursuant to law.

12. Forms Prescribed. Absence due to illness or quarantine shall be verified on a form, the contents of which shall be prescribed by the Superintendent of Public Instruction. School Districts and county superintendents of schools are authorized to use any one of the three types of forms listed below, sample copies of which are available from the State Superintendent of Public Instruction.

(a) Type 1, Form No. J-31, to provide for verifying absence due to illness or quarantine on a separate form for each period of illness for each pupil.

(b) Type 2, Form No. J-31R, to provide accumulative record to verify all periods of illness or quarantine for each pupil.

(c) Type 3, Form No. J-31G, to provide for a group type of listing for verifying all periods of illness or quarantine of pupils in a class or a school for monthly, weekly, or daily periods.

12.1. Contents of Form. All forms shall provide the inclusive date of absence, the number of days of absence, the nature of the illness, the method of verification, the date of verification, and the signature and title of the verifying authority.

13. (c) Verification may be made by any one of the following:

(1) School or public health nurse; (2) attendance supervisor; (3) physician; (4) principal; (5) teacher; (6) other qualified employee of a district or a county superintendent of schools assigned to make such verification.

Attendance Reports in Classes for Adults. The Superintendent of Public Instruction, acting under authority of Education Code Sections 357 to 360, has declared that Article 14.1, consisting of Section 129.30, is added to Subchapter 1 of Chapter 1 of Title 5 of the California Administrative Code and adopted this as an emergency regulation, effective August 14, 1953, to read as follows:

Article 14.1. Special Day and Evening Classes for
Adults in Secondary Schools

129.30. Reports Required. The attendance in special day and evening classes for adults in secondary schools and the number and types of such classes shall be reported annually by the school district to the county superintendent of schools on forms supplied by the Superintendent of Public Instruction. The county superintendent of schools shall annually report the foregoing information to the Superintendent of Public Instruction on forms supplied by the latter.

Attendance in such classes may not be used in any computation in apportioning state school funds.

Travel Expenses for County Superintendents. The Superintendent of Public Instruction, acting under the authority of Education Code Section 7206(b), has declared that Sections 1450, 1451, and 1452 of Title 5, California Administrative Code, are amended and Section 1450.1 is added to said Title, relating to travel expenses for county superintendents of schools and designated employees, effective September 26, 1953.

Report of Miscellaneous Funds by County Superintendent of Schools. The Superintendent of Public Instruction, acting under the authority of Education Code Section 7000.4, has declared that Article 2, comprising Sections 1460-1462, is added to Subchapter 7 of Chapter 1 of Title 5 of the California Administrative Code, relating to reports by county superintendents of schools of the receipt of miscellaneous funds, and adopted the same as emergency regulations, effective August 11, 1953.

NOTE: Additions and amendments to the regulations of the Superintendent of Public Instruction reported in the preceding paragraphs will be published in Administrative Register 53, Numbers 13 and 14, dated respectively August 15 and August 29, as new pages for insertion in Title 5, Education, of the California Administrative Code. These pages will be reprinted as usual by the State Department of Education for distribution to superintendents of schools and certain other school personnel.

APPOINTMENTS TO STAFF

LAURENCE L. BELANGER has been appointed Consultant in Guidance, with headquarters in Sacramento. He is a graduate of College of the Pacific, holds the master's degree from that institution, and has done additional graduate study at the University of California, Berkeley, and at Stanford University. Prior to appointment to the Department of Education, Mr. Belanger was co-ordinator of guidance in the office of the Orange County Superintendent of Schools. His experience includes administrative and teaching assignments in Napa public schools and in high schools at Coalinga, Lindsay, Salinas, and McCloud. During World War II he served in the U. S. Army.

TERRENCE A. DUFFY has been appointed as Technician in the Los Angeles office of the Bureau of Readjustment Education. Mr. Duffy was formerly employed in this capacity and later was appointed Assistant Chief of the Bureau. He left this position to enter private business. His former experience in the Bureau will be of value in the service it renders.

PAUL L. RIVERS has been promoted from Field Representative in School Planning to the newly created position of Supervising Field Representative in School Planning, with headquarters in Sacramento.

WILLARD G. BROOKS has been appointed Vocational Rehabilitation Officer in the Fresno district office of the Bureau of Vocational Rehabilitation. Mr. Brooks attended Fresno State College, graduated from the California College of Arts and Crafts, and studied criminal law as a graduate student at Fresno State College. He comes to the Department from the Fresno County Probation Office, where he was employed as rehabilitation case worker for adults. His experience also includes employment in the old age security program of the Fresno County Department of Public Welfare, and four years as storekeeper in the U. S. Naval Reserve.

RICHARD A. YOUNG, M.D., has been appointed Medical Director in the headquarters office of the Bureau of Vocational Rehabilitation at Sacramento. His medical training was received at the University of California School of Medicine. For four years during World War II he served as flight surgeon in the U. S. Army. Prior to his acceptance of this state-wide position, Dr. Young acted as a district consultant in the San Francisco Bay area in addition to maintaining a private practice.

BUREAU OF TEXTBOOKS AND PUBLICATIONSIVAN R. WATERMAN, *Chief***NEW PUBLICATIONS OF THE DEPARTMENT OF EDUCATION**

State List of High School Textbooks. Published Annually in Accordance with Education Code Section 11742. Sacramento: California State Department of Education, Roy E. Simpson, Superintendent of Public Instruction, July, 1953. Pp. xvi + 66.

This list of high school textbooks, compiled by the Bureau of Textbooks and Publications, is published and distributed in accordance with Education Code Section 11742, which provides that

At least once each year the State Department of Education shall publish a complete list of all books officially listed for use in the high schools of the State, one copy of which shall be sent to each county superintendent of schools, each city superintendent of schools, each high school principal, each clerk of the governing board of every high school district, and to each publisher whose books are listed.

As a reminder to users of the list, its cover bears the following statement in bold type:

The inclusion of books in the State list of high school textbooks does not indicate approval by the State Board of Education or by the State Department of Education. In accordance with law, all books that are classifiable as "regular textbooks" under the rules and regulations of the State Board of Education are listed upon application for listing submitted by publishers.

The officially listed textbooks are arranged under 21 subject headings. The publication contains the provisions of the Education Code and the rules and regulations of the State Board of Education (California Administrative Code, Title 5, Sections 51-56) relating to high school textbooks, and a list of the publishers with addresses of their California offices, depositories, or agents.

Roy E. Simpson. *Principal Apportionment of the California State School Fund for the Fiscal Year Ending June 30, 1953.* Sacramento 14: California State Department of Education, June, 1953. Pp. xiv 162.

The publication contains the annual report of the Superintendent of Public Instruction on the principal apportionment of the State School Fund for 1952-53. The computations on which the apportionment was based were made by the Bureau of School Apportionments and Reports. The publication presents in summary, by counties, and in detail, by school districts, the bases and amounts of the principal apportionments to school districts for the year ending June 30, 1953. Apportionments to county school service funds are also shown in summary, by counties.

The introduction explains the legal basis for the apportionments and the terms and factors employed. Provisions in the State Constitution and

the Education Code regarding the apportionment process are quoted in full in an appendix.

If complete information on all apportionments for the year is desired, the data in this publication must be considered in connection with another publication covering the same period, printed for the first time this year, entitled *Apportionments for Growth From the State School Fund for the Fiscal Year Ending June 30, 1953*.

Copies of the *Principal Apportionment* have been sent to county, city, and district superintendents of schools, to principals of secondary schools, and to fiscal officers of school districts and counties of California. Others who wish to secure copies may address the Bureau of Textbooks and Publications. Single copies are priced at \$2.25, plus sales tax on California orders.

Roy E. Simpson. *Apportionments for Growth from the California State School Fund for the Fiscal Year Ending June 30, 1953*. Sacramento 14: California State Department of Education, June, 1953. Pp. vi + 48.

This publication presents a statement from the Superintendent of Public Instruction of the two Apportionments for Growth made from the State School Fund for the fiscal year 1952-53. Apportionments for Growth have been provided by law because of the rapid increase in many school districts of the number of pupils in attendance whose education could not be financed adequately from State aid based upon the attendance in those districts during the preceding fiscal year.

The First Period Apportionment for Growth, made on February 16, 1953, totaled \$6,662,688.57. The Second Period Apportionment for Growth, on June 30, 1953, amounted to \$12,204,308.78. The total of these two Apportionments for Growth is \$18,966,997.35, which supplements the Principal Apportionment of \$261,796,121.71 that was made from the State School Fund on October 24, 1952. Thus, the total of the California State School Fund for the fiscal year 1952-53—the aggregate of the three apportionments—is \$280,663,119.06.

The computations on which these apportionments were based were made by the Bureau of School Apportionments and Reports. The publication shows in summary, by counties, and in detail, by school districts, the amounts apportioned to school districts for growth in attendance on the elementary, high school, and junior college levels. Apportionments for growth or for similar purposes in previous fiscal years have not been published in printed form. These are summarized in an appendix to this first printed report.

Copies of *Apportionments for Growth* have been sent to county, city, and district superintendents of schools, to principals of secondary schools, and to fiscal officers of school districts and counties of California.

Suggested Responsibilities of the Administrator, the Teacher, the Medical Adviser, the Nurse for the Health of School Children. Prepared by the California Joint Committee on School Health of the State Department of Education and State Department of Public Health. Sacramento: California State Department of Education, 1953. Pp. iv + 20.

This publication was prepared by a state-wide committee to serve as a guide to co-operative planning and action in the development of school health programs.

Responsibilities suggested for the administrator, teacher, medical adviser, and nurse are listed under four main headings: (1) responsibilities for organization and administration; (2) responsibilities for health instruction; (3) responsibilities for health appraisal and services, under which are considered the provisions for medical examinations, and consultations, dental health, hearing and vision tests, nutrition, communicable disease control, injuries, and illness; and (4) responsibilities for environment and sanitation.

The suggestions for division of responsibilities are intended to be flexible so as to permit school systems to adapt the pattern to local situations.

Copies of the publication have been distributed to county and city superintendents of schools, to district superintendents of elementary school districts, and to principals of elementary schools who did not receive the earlier mimeographed edition.

A Guide for Vision Screening of School Children in the Public Schools of California. Recommendations of California State Department of Public Health and California State Department of Education, 1953. Pp. vii + 28.

This publication is a revised and expanded version of the pamphlet, *Vision Testing of School Children*, which was prepared by a subcommittee on vision testing appointed by the California Joint Committee on School Health and published by the State Department of Public Health in May, 1950.

The purpose of the guide is to aid school personnel in identifying pupils who have visual impairment. It indicates which members of the school staff may be permitted to administer vision screening tests and sets forth an adequate vision screening program. The two tests most often used in vision screening—the Snellen test and the plus sphere test—are described briefly. Signs and symptoms of visual difficulty are noted, and recommendations are made regarding retesting pupils' vision and the importance of follow-up.

Instructions for giving the "cover" test, which is also often used to reveal certain types of visual impairment, are contained in an appendix. Other appendixes contain the state legal provisions pertaining to vision

screening of school children, a suggested form for schools to use in recording results of vision screening tests, and a list of selected references.

The guide is being distributed to county and city superintendents of schools, to superintendents of elementary school districts, to principals of elementary and high schools, and to supervisory personnel.

CORRECTION IN LIST OF HIGH SCHOOL TEXTBOOKS

The name of the publisher of a high school textbook was erroneously indicated as D. Van Nostrand Co., Inc., instead of Allyn and Bacon in one instance in the July, 1953, State List of High School Textbooks. The last entry on page 43 of the list should have read as follows:

Wood & Carpenter, *Wood and Carpenter's Our Environment: How We Use and Control It*, revised (1952)..... Allyn (instead of Van Nostrand)

ADDITIONS TO LIST OF HIGH SCHOOL TEXTBOOKS

NEW BOOKS

The following books have been added to the official state list of high school textbooks since the most recent publication of the list, in July, 1953:

AGRICULTURE			
		New	Prices Exchange
Animal Husbandry			
Petersen, <i>Dairy Farming</i> (1953).....	Lippincott	\$3.20	\$3.12
BUSINESS SUBJECTS			
Bookkeeping and Accounting			
Carlson, Forkner & Prickett, <i>20th Century Bookkeeping & Accounting</i> , Advanced [Course], twentieth edition (1953)	South-Western	2.50	2.34
Business English and Correspondence			
Hagar, Stewart & Hutchinson, <i>Business English</i> , third edition (1953).....	Gregg	1.92	1.87
Hagar, Stewart & Hutchinson, <i>Business Letter Writing</i> (1953)	Gregg	1.76	1.72
Business Law			
Rosenberg, <i>College Business Law</i> (1953).....	McGraw	2.80	2.73
ENGLISH			
Reading Skills			
Pressey & Bear, <i>Readings for Comprehension</i> (1951).....	Scribner's	2.76	2.60
GERMAN			
Bihl, <i>German One: A Cultural Approach</i> (1949).....	Houghton	2.76	2.60
GUIDANCE, ORIENTATION, AND PERSONALITY DEVELOPMENT			
Rice, Sferra & Wright, <i>Personality and Human Relations in Business</i> (1953).....	Gregg	2.00	1.95

MATHEMATICS

Arithmetic and General Mathematics

	New	Prices Exchange
Gager & Others, <i>Functional Mathematics</i> (1953).....Scribner's		
Book 1	\$2.37	\$2.22
Book 2	2.37	2.22

SCIENCE

Biology

Mavor, <i>General Biology</i> , fourth edition (1952).....Macmillan	4.60	-----
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Physics

Baker, Brownlee & Fuller, <i>Elements of Physics</i> (1953).....Allyn	3.36	3.15
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SOCIAL STUDIES

Civics and Citizenship

Carr & Others, <i>American Democracy in Theory and Practice: The National Government</i> (1951).....Rinehart & Co.	4.51	-----
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Family Relations

Smart & Smart, <i>An Introduction to Family Relationships</i> (1953).....Saunders	3.00	-----
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Geography

McConnell & Harter, <i>Our Working World</i> (1953).....Rand	2.91	2.73
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Stull & Hatch, *Our World Today: The Western*

<i>Hemisphere</i> (1953).....Allyn	2.97	2.79
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History—World

Bining, Shryock & Wolf, <i>This Our World: A Pageant of World History</i> , third edition (1953).....Van Nostrand	3.46	3.37
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SPANISH

Guyer & Ugarte, <i>Platicas y Temas</i> (1952).....Heath	2.08	1.95
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Salas & Salas, *Camino Adelante*, segundo libro de español (1953).....

Winston	2.69	2.62
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VOCATIONAL AND TECHNOLOGICAL TRAINING AND INDUSTRIAL ARTS

Automotive Mechanics

Frazee, Landon & Venk, <i>Automotive Fuel and Ignition Systems</i> (1953).....Amer. Tech.	4.48	-----
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Mechanical and Engineering Drawing

Fleming, Barich & Smith, <i>Applied Drawing and Sketching</i> , second edition (1953).....Amer. Tech.	1.60	-----
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Miscellaneous

Venk, Frazee & Landon, <i>Outboard Motors and Other Two-Cycle Engines</i> (1953).....Amer. Tech.	3.16	-----
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Radio, Television, Radar, and Electronics

Gorder, Hathaway & Dunlap, <i>Fundamentals of Radio</i> , second edition, revised (1948).....Amer. Tech.	2.60	-----
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Woodworking and Carpentry

Dahl & Wilson, <i>Cabinetmaking and Millwork</i> (1953).....Amer. Tech.	3.96	-----
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REVISED EDITIONS

The following revised editions have been placed on the official state list of high school textbooks since the most recent publication of the list, in July, 1953, to replace editions previously listed.

SCIENCE			
Biology		New	Prices Exchange
Curtis, Caldwell & Sherman, <i>Everyday Biology</i> (1953).....	Ginn	\$3.04	\$2.96
SOCIAL STUDIES			
Economics			
Atwood & Pitt, <i>Our Economic World</i> , new edition (1953).....	Ginn	3.01	2.93
Geography			
Jones and Murphy, <i>Geography and World Affairs</i> (1953).....	Rand	2.91	2.73
Sociology			
Landis, <i>Social Living: Sociology and Social Problems</i> , revised edition (1953).....	Ginn	2.88	2.81

INTERPRETATIONS OF LAW APPLICABLE TO SCHOOLS

ELMER LAINE, *Administrative Adviser*

[The following items are merely digests, and although care is taken to state accurately the purport of the opinions reported, the items have the limitations common to all digests. The reader is therefore urged to examine the complete text of an opinion digested and, when necessary, secure competent legal advice before taking any action based thereon.]

OPINIONS OF CALIFORNIA ATTORNEY GENERAL

Representative of Governing Board of Annexed District Not Entitled to Membership on School Reorganization Committee

When, by election duly held pursuant to Education Code Sections 2891-2895, a single school district lying entirely within one county is annexed to a contiguous union school district lying entirely within another county, there is no right on the part of a representative of the governing board of the annexed district to sit as a member of an augmented county committee on school reorganization in the annexing county during the period from the date of the annexation election to the next succeeding first day of July. The language of Education Code Section 4902.05 is obviously prospective. The annexation is complete upon the date of the election approving the annexation (Education Code Section 2895). The annexed district is, consequently, a part of the district to which it annexed and is not itself, standing alone, a district "to be considered" for possible reorganization within the meaning of Section 4902.05 and, therefore, is not entitled to a representative. (AGO 53-70; 21 Ops. Cal. Atty. Gen. 150.)

Liability of School District and Personal Liability of Member of Governing Board for Injuries Resulting from School Building Declared Unsafe

The members of school boards are not personally liable in the event of catastrophe or accident occurring in school buildings which have been examined by the Division of Architecture and determined by that Division to be unsafe for use if all of the following facts exist: (1) the district has no funds for construction or repair; (2) an election is called to (a) authorize bonds, (b) increase the maximum tax rate, or (c) abandon the buildings; and (3) at such election all of the propositions are defeated by the voters (Education Code Section 18233). The school district, as such, is not, however, under the foregoing facts relieved of any liability

for injury to person or damage to property imposed by law (Education Code Section 18235). (AGO 53-40; 21 Ops. Cal. Atty. Gen. 148.)

Payment of Architect's Fees Where Project Not Completed

School districts may pay the fair value of architectural services where the State Allocation Board previously made apportionment for architectural plans but construction was not completed. The rule of the State Allocation Board contained in Section 1779(a) of Title 2 of the California Administrative Code which relates to Chapter 1.6 of Division 3 of the Education Code and which limits architectural fees to 8 per cent of the "final construction cost" was not intended to and does not apply to a situation where the project was not completed and where there was, consequently, no "final construction cost." The Local Allocation Division in connection with Education Code Section 5047.6 adopted a policy under which it approved, in cases where the project was not completed, payment of the value of services rendered. This policy was later incorporated in Section 1828(b) of Title 2 of the California Administrative Code which relates to construction authorized under Chapter 19 of Division 3 of the Education Code. (AGO 53-37; 21 Ops. Cal. Atty. Gen. 172.)

Date of Automatic Unification of School Districts Following Order Which Resulted in Boundaries Becoming Coterminous

When the boundaries of an elementary school district and a union high school district become coterminous as the result of an order by the board of supervisors excluding another elementary district from the high school district, such boundaries become coterminous for purposes of automatic unification under Education Code Section 4642 on the date of the order of exclusion, not on the date on which that exclusion becomes effective, since the change of boundaries is complete on the date of the order. "It is clear that the legislature contemplated, first, that where a new school district was created, such district should, *from the date of completion*, be an existing entity for the purposes of organization and preparation from the ensuing school year, and, second, that the affected districts should severally remain liable for their fiscal obligations and continue until the end of the school year, i.e., . . . 'the first day of July succeeding the formation of the district'."

Since, under Education Code Section 3101, in every high school district formed and existing in a single school district, the board of trustees of the school district constitutes the high school board when the boundaries of the elementary district and the union high school district become coterminous, the governing board of the elementary school is the governing board of the high school; and, therefore, the districts are "governed by governing boards of identical personnel" as specified by Education Code Section 4642.

Where the boundaries became coterminous before February 1 and the districts were governed by identical personnel, the automatic unification occurred on the first day of July following the order, not a year later. (AGO 52-256; 21 Ops. Cal. Atty. Gen. 106.)

OPINIONS OF CALIFORNIA DISTRICT COURTS OF APPEAL

Denial of Off-sale General Liquor License for Premises Near Grade Schools and Churches

Where an application was filed for an off-sale general liquor license for premises 250 feet from a grade school, 400 feet from one church, and 100 feet from a church not yet opened for services, the State Board of Equalization did not act arbitrarily in denying the application. It was not unreasonable to conclude that public welfare and morals would be jeopardized by granting such a license. The question of whether the granting of a particular liquor license would be inimical to public morals and welfare does not depend upon who or how many object to or approve the granting of the license, but rather upon the actual conditions in the particular area. (*Taenaka v. State Board of Equalization*, 119 A.C.A. 1.)

Standard of Care Required of School Districts in Connection with Use of Chemicals by Students

Where a student under 16 years of age suffered injuries in a spontaneous explosion of a combination of potassium chlorate, sugar, and red phosphorus which he had secured from an open shelf in a chemistry laboratory of a high school pursuant to the permission of the teacher and without explanation from her as to the possibility of an explosion resulting from the combining thereof, it is an error for the trial court to instruct the jury that it was the duty of the school district and the teacher "to exercise that degree of supervision in connection with the use of said chemicals which you find *was ordinarily furnished* to students of the same age, intelligence and experience *by other similar schools* which carried on the same type of work in the locality." The error was aggravated by the refusal to give a correct instruction proposed by counsel for the injured student, namely, "If you find that a person of ordinary prudence, in the position of the defendant, and its officers, teachers and employees would have kept the supply of potassium chlorate under lock and key, or would otherwise have controlled the same so as to prevent its being used by a student except under the supervision of a teacher, then . . . it was the duty of the defendant to have observed such precautions." The appellate court reversed the judgment for the district because of these erroneous and prejudicial instructions of the trial court. (*Reagh v. San Francisco Unified School District*, 119 A.C.A. 109.)

NOTES ON DEPARTMENT ACTIVITIES

Compiled by MARGARET RAUCH, *Administrative Assistant*

CONFERENCE ON APPRAISAL OF EDUCATIONAL PROBLEMS

A three-day state conference on appraisal of educational problems, which was called by the California Congress of Parents and Teachers and the School of Education at Stanford University, was attended by three representatives of the State Department of Education—Mrs. Jane Hood, Assistant to the Superintendent of Public Instruction, James C. Stone, Specialist in Teacher Education, and Marion Sloss, Supervising Field Representative in General School Administration. The purpose of the conference was to have a small group of educators meet with a larger group representing various noneducational organizations and interests, to discuss current problems facing public education and to develop greater understanding on the part of the lay groups of the critical issues facing education.

An important outcome of the conference was a unanimous resolution asking the California Congress of Parents and Teachers to appoint a steering committee to plan the organization of a permanent group to be known as the California Education Study Council, which will include representatives from all the organizations in the state that are interested in public education. The purposes of such a council will be (1) to provide a means of communication, rather than policy-making, among the groups concerned with public education; (2) to serve as a clearing house for successful projects of member organizations; (3) to consider such questions as what kind of schools do we want for our children? What are the implications of population changes for communities and schools? How can effective local citizen study committees be formed? How can we evaluate our schools? and (4) to strengthen local interest in and respect for public education.

CORRESPONDENCE COURSES FOR VETERANS

The Bureau of Readjustment Education has the responsibility of carrying out the rules and regulations of the State Board of Education regarding approval of correspondence schools for education of veterans in California under Public Law 346 and Public Law 550. The following types of correspondence courses have been approved thus far for veteran enrollment under both laws: art, English, writing, radio, television and allied electronics, diesel engines, automotive and allied mechanics, electricity, air conditioning and refrigeration, landscaping, insurance, navigation, and gemology.

PROFESSIONAL STANDARDS IN ADULT EDUCATION

George C. Mann, Chief of the Bureau of Adult Education, Stanley E. Sworder, Consultant in Adult Education, and Leo Jones, Consultant in Continuation Education, have accepted membership on the Professional Standards Committee of the California Association of Adult Education Administrators. The committee's responsibilities include the following:

1. Devising a code of ethics for the Association and presenting it for adoption
2. Making studies with a view to discovering and improving the professional training and status of adult education administrators and teachers
3. Working with the Bureau of Adult Education in recommending minimum standards of training for teachers and administrators of adult education
4. Acting as a workshop committee in planning workshops with the Bureau of Adult Education
5. Promoting courses in adult education administration, supervision, and teacher training in universities and colleges, and publicizing these courses among the membership
6. Studying the credential requirements and recommending such changes as may be desirable
7. Recommending improvement in working conditions, salary schedules, and professional training and advancement in the field of adult education

TERMINATION OF ON-THE-FARM TRAINING FOR VETERANS

During July, the Bureau of Agricultural Education directed a staff of field auditors who assisted school districts to complete their records for final audit by the Veterans Administration, which will determine the financial adjustments to be made between the schools and the Veterans Administration in the termination of the on-the-farm training program for veterans that has operated under Public Law 346.

CONFERENCE ON ORGANIZATION AND SUPERVISION OF THE ELEMENTARY SCHOOL

The fourteenth consecutive Summer Conference on the Organization and Supervision of the Elementary School was held at Los Angeles from July 13 to August 7, 1953. This conference is a co-operative undertaking of the State Department of Education and the University of California, Los Angeles, for persons involved in supervision of elementary schools and those looking forward to elementary supervision as a field of service.

During the four weeks of the conference, participants devoted their entire time to the program, which included two hours of observation

daily at the University Elementary School. Following this period of observing skilled teaching from nursery school through the sixth grade, conference members participated in evaluation of the teaching methods and pointed out the implications for supervision. Afternoons for the first two weeks were devoted to curriculum problems in the field of science education and for the second two weeks to problems related to guidance services in the elementary school.

Staff members of the Bureau of Elementary Education of the State Department of Education were assisted by the members of the University Elementary School faculty and staff members of the University School of Education who are concerned in training elementary school personnel. During the final two weeks of the conference, additional consultation service was provided by staff members of the bureaus of Education Research and Guidance of the State Department of Education.

In the 14 years during which this program has been in operation, more than a thousand persons responsible for elementary school supervision in California have participated. The conference has served as a means of co-ordinating and unifying the program of elementary education throughout the state and has stimulated a continuous interchange of materials and ideas among the individuals charged with this important responsibility in educational leadership.

BASEBALL TRYOUT REGULATIONS

Verne S. Landreth, Chief of the Bureau of Health Education, Physical Education, and Recreation, participated in the annual conference of the National Federation of State High School Athletic Associations at Lake Delton, Wisconsin, June 28 to July 2, 1953. Among the matters under consideration was the recent controversy relating to practices followed by high school boys in tryouts for professional athletic teams. A committee of the National Federation recommended certain modifications in baseball tryout regulations in the various states, in the hope that the states in which the problem was a major issue might not have to resort to protective legislation. A statement of these recommendations was prepared and submitted to the Joint Baseball Committee composed of representatives of the National Federation and of professional baseball. The Joint Committee is expected to report back to the National Federation and to professional baseball at the meetings in December, 1953.

SUMMER WORKSHOPS

Department staff members have participated in summer workshops at various schools and teacher-education institutions in California, dealing with conservation education, family life education, health education, speech correction, mental health, vision testing, education of the aurally handicapped, personnel programs for junior college students, and the school lunch program.

ANNUAL TECHNICAL INSTITUTE OF FIRE TRAINING

The Fourth Annual Technical Institute of Fire Training was conducted by the Bureau of Industrial Education during the months of May and June, 1953. Meetings were held in Sacramento from May 4 to 8, and consecutively thereafter in Oakland, Fresno, Los Angeles, and San Diego, with a total of 823 persons in attendance representing 103 different fire departments.

Instruction was given by personnel of the Burbank, Fresno, Los Angeles, and Pasadena fire departments, the Board of Fire Underwriters of the Pacific, and the Fire Training Program of the Bureau of Industrial Education. Subjects offered during the institute this year were as follows: leadership and human relations; dangerous chemicals; plastics and synthetics; rough sketches; classification of cities and fire districts aircraft crash fire fighting; and general fire-fighting procedures, including study of automatic sprinkler systems and command and co-ordination at fires.

With the exception of the representative of the fire department at Vancouver, Washington, all of the men attended on their own time, at their own expense, and some made a round trip each day of 240 miles.

CONFERENCE ON ECONOMIC EDUCATION

George N. Roehr, Consultant in Secondary Education, participated in the Third Southern California Conference on Economic Education, held at Claremont Men's College, July 5 to 24, 1953. This conference, as well as the conferences held in the summers of 1951 and 1952, was made possible through financial support of California businessmen enlisted through the national Joint Council on Economic Education. Economic education is considered to be an essential part of high school training for citizenship. The purpose of this series of conferences has been to enable teachers in service to gain better understanding of problems in economics and business and to develop course content for high school students.

Ninety-six persons were in attendance, 23 of whom were teachers in junior high schools and 63 of whom were teachers in senior or four-year high schools. Guest economists were secured from Brookings Institute and the President's Council of Economic Advisers. A Southern California Council on Economic Education, with representation from the Bureau of Secondary Education, has been formed to carry on this program of in-service education.

FOR YOUR INFORMATION

CALENDAR OF EDUCATIONAL EVENTS

A calendar of educational meetings and events for the school year 1953-54 is maintained in the office of the Superintendent of Public Instruction. The principal list of events was published in the September issue of *California Schools*, and corrections or additions will appear from time to time in these pages.

CALENDAR OF EDUCATIONAL MEETINGS AND EVENTS, 1953-54

<i>Date</i>	<i>Organization</i>	<i>Place</i>
October 31, 1953	Southern California Continuation Education Association, Fall Conference	Los Angeles
April 11-14, 1953 (correction)	Annual Conference of Elementary School Principals and District Superintendents of Schools, in co-operation with annual spring conference of California Elementary School Administrators Association	San Diego
May 8, 1954	Southern California Continuation Education Association, Spring Conference	To be determined

AMERICAN EDUCATION WEEK, 1953

The central theme for this year's observance of American Education Week—November 8-14—is addressed to the individual citizen: "Good Schools Are Your Responsibility." Sponsors of this annual observance are the National Education Association, the American Legion, the U. S. Office of Education, and the National Congress of Parents and Teachers. The sponsoring committee expects more than 12 million people to accept the school's invitation to visit classrooms and observe school work. A manual and numerous publicity helps have been made available to help focus the spotlight of public attention on the work of the schools through the press, radio, television, and special programs. In the words of the sponsors,

American Education Week is inventory time. It is an occasion to review the purposes and accomplishments of the schools. It is a time to consider school problems, needs, and plans. It is a time for self-examination. Good schools do not just happen. In each community and state the schools are what we make them. They must have our interest and support—during American Education Week, and during every week of the year.

The American Education Week *Manual* has been redesigned and enlarged. It is written especially for school administrators and planning committees without being focused on any one theme or set of daily topics. If it is retained, therefore, it can be used from year to year. The manual, the kit of basic materials on the 1953 theme, posters, and other helps should be ordered promptly from the National Education Association, 1201 16th St. N. W., Washington 6, D. C.

ESSAY CONTEST—"BUILD THROUGH CITIZENSHIP"

Each year the Ladies Auxiliary to the Veterans of Foreign Wars sponsors an essay contest for high school students which is among those approved by the contest committee of the National Association of Secondary School Principals. The topic announced for the nineteenth annual contest, 1953-54, is "Build Through Citizenship."

Any student enrolled in any public, private, or parochial high school and carrying a full prescribed course in grades 9, 10, 11, or 12, is eligible to compete. Local winners are eligible to enter the state contest. Essays winning first honors in state contests are eligible for national prizes, which range from honorary mention with \$5 to \$10 prizes to a gold medal with \$1,000 in cash. Essays will be judged on literary construction (50 per cent), interpretative views (25 per cent), and patriotic inspiration (25 per cent).

Folders announcing detailed rules of the contest may be secured by addressing the National Secretary, Mrs. Eleanor Grant Rigby, Ladies Auxiliary to the Veterans of Foreign Wars, 406 West 34th St., Kansas City 11, Missouri.

RESEARCH ISSUE OF *Phi Delta Kappan*

The October issue of *Phi Delta Kappan*, journal of Phi Delta Kappa, men's professional fraternity in education, is devoted entirely to research. Published under the auspices of the Phi Delta Kappa Commission on Research, which devoted a year to development of the project, the issue will contain the first major over-view of educational research to be published in this journal since 1941.

Individual copies of the special issue are available from *Phi Delta Kappan*, 2034 Ridge Road, Homewood, Illinois, at fifty cents each.

ART EDUCATION CONFERENCE

The Pacific Arts Association, Northern California Section, will hold its annual conference on art education for teachers in elementary and secondary schools, art supervisors, and college art instructors November 6-8, 1953, at Asilomar. The program includes group sessions at the several educational levels, with opportunity for viewing new films on art and education. A workshop on "Art in Action," emphasizing newer techniques with old materials, will be conducted by craft specialists on Friday evening. George Sheviakof of San Francisco State College will speak on "Changing Values in Human Education and Their Implications for Classroom Teaching," at the Saturday morning session. In late afternoon on Saturday, guided tours will be made to artists studios and art galleries. The conference will close at noon on Sunday.

Expense for accommodations for two nights and five meals will be \$15. Reservations may be made with Tom Kosky, James Lick High School, San Jose.

BIBLIOGRAPHY ON CONSERVATION EDUCATION

A new 16-page bibliography of *Free and Inexpensive Materials for Conservation Education* has been issued by the National Association of Biology Teachers. The bibliography was prepared by Muriel Beuschlein of Chicago, as part of the three-year Conservation Project being sponsored by the Association. The materials listed are from private, industrial, and governmental sources throughout the United States.

Copies can be secured at ten cents each by addressing the Project Leader, Richard L. Weaver, P. O. Box 2073, Ann Arbor, Michigan. A discount of 20 per cent is allowed on orders of 100 or more.

D.A.R. "GOOD CITIZEN" PROJECT

The California Society, Daughters of the American Revolution, will conduct its annual Good Citizenship Contest in 1953-54. The purpose of the project is to recognize such qualities as dependability, patriotism, and leadership by awards to outstanding senior girls in the high schools of California. Girls representing the participating schools in each of nine D.A.R. districts in the state compete with one another for district awards based on their rankings in a test in American history and civics and on reports of their good citizenship activities. District winners compete for state honors by writing essays on a topic related to good citizenship. The winner of the essay contest will receive a \$100 U. S. Government Bond.

Entry blanks with contest rules are being sent to each high school in the state by the sponsors. Additional copies may be secured by addressing Mrs. J. C. McGeehon, State Chairman, D.A.R. Good Citizenship Committee, 2165 Oakvale Road, Walnut Creek, California.

NEW SCHOLARSHIP

The West Coast Electronic Manufacturers Association has announced the establishment of an annual scholarship of \$300, to be awarded to an outstanding freshman applicant for admission at California State Polytechnic College.

LEGISLATION REGARDING RECREATION

A 20-page mimeographed digest of the 140 measures relating to recreation which were introduced at the 1953 session of the California Legislature was released recently by the State Recreation Commission. The 57 measures that were passed and signed by the Governor are listed and analyzed under headings representing the type of governmental jurisdiction primarily concerned or affected, namely, cities and counties, special districts, school districts, the Division of Beaches and Parks of the State Department of Natural Resources, and general state government. The 84

bills that did not pass, or were vetoed, are also listed and more briefly analyzed under these headings.

Among the more important legislative actions were the following:

Assembly Bill 1841 (Chapter 858), which provides for establishment of county service areas to furnish local recreation and other public services;

Assembly Bill 2104 (Chapter 878) which authorized city councils to levy taxes above the dollar limit for park and recreation purposes;

Assembly Bill 588 (Chapter 875) which authorizes special recreation districts to acquire facilities by issuance of bonds or purchase on contract;

Assembly Bill 824 (Chapter 1727) which allows school districts to use busses for purposes of community recreation; and

Senate Bill 1953 (Chapter 1605) which authorizes the State Park Commission to acquire Emerald Bay land at Lake Tahoe for park purposes.

Copies of the compilation are available on request to Sterling S. Winans, Director of Recreation, State Recreation Commission, Room 609, 721 Capitol Avenue, Sacramento 14, California.

PROFESSIONAL LITERATURE

PUBLICATIONS RECEIVED

Basic Body Measurements of School Age Children. A Handbook for School Officials, Architects, and Design Engineers in Planning School Buildings, Furniture and Equipment. Prepared by W. Edgar Martin, Specialist for School Furniture and Equipment, Division of State and Local School Systems. Washington 25: Office of Education, U. S. Department of Health, Education, and Welfare, June, 1953. Pp. vi + 74. Single copies obtainable from School Housing Section, Office of Education.

DAY, EDMUND EZRA. *Education for Freedom and Responsibility: Selected Essays.* Edited by M. R. Konvitz. Ithaca, N. Y.: Cornell University Press, 1952. Pp. x + 204. \$2.50.

Developing Children's Power of Self-Expression Through Writing. Curriculum Bulletin, 1952-53 Series, Number 2. Brooklyn 1, N. Y.: Board of Education of the City of New York (110 Livingston St.), 1953. Pp. xii + 172.

The Directory of Modern Secondary Schools, England and Wales. London: School Government Publishing Company, 1951. Pp. 184.

FEATHERSTONE, WILLIAM B. *A Functional Curriculum for Youth.* New York: American Book Company, 1950. Pp. xii + 276.

FERGUSON, T., and CUNNISON, J. *The Young Wage-earner: A Study of Glasgow Boys.* Published for The Nuffield Foundation. London: Oxford University Press, 1951. Pp. x + 194.

Guide for Textbook Selection: Procedures and Criteria. Prepared by the Committee on Textbook Selection of the Co-operative Council on In-service Education. Los Angeles 12: Division of Secondary Education, Office of the County Superintendent of Schools, June, 1953. Pp. 48.

Industrial Arts: Tentative Syllabus in General Textiles. University of the State of New York Bulletin, No. 1418, April, 1953. Albany 1: University of the State of New York Press, 1953. Pp. 96.

Managing the School District Insurance Program. Published with the co-operation of the Office of Education, U. S. Department of Health, Education, and Welfare. Washington 6: American Association of School Administrators, a Department of the National Education Association of the United States (1201 Sixteenth St., N. W.), June, 1953. Pp. 24. \$0.50.

MCDOWELL, JOHN B. *The Development of the Idea of God in the Catholic Child.* Ph. D. dissertation, Catholic University of America. Washington 17: Catholic University of America Press, 1952. Pp. xiv + 146. \$1.75.

MILLER, VAN, and SPALDING, WILLARD B. *The Public Administration of American Schools.* New York: World Book Company, 1952. Pp. xvi + 606. \$4.75.

MOORE, CLYDE B., and COLE, WILLIAM E. *Sociology in Educational Practice.* Edited by W. F. Ogburn. Boston: Houghton Mifflin Company, 1952. Pp. viii + 440. \$4.

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